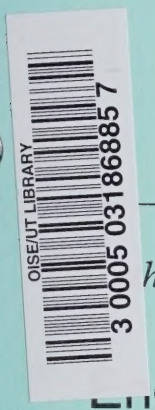
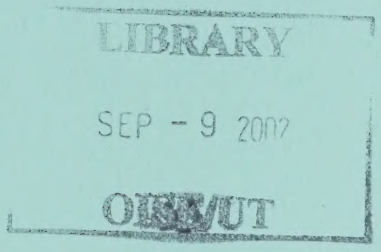
OISE/UT LIBRARY



Course Profiles

holic District School Board Writing Partnership

English



Course Profile

English

Grade 12
College Preparation
ENG4C

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• *for teachers by teachers*

This sample course of study was prepared for teachers to use in meeting local classroom needs, as appropriate. This is not a mandated approach to the teaching of the course. It may be used in its entirety, in part, or adapted.

Spring 2002

Course Profiles are professional development materials designed to help teachers implement the new Grade 12 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

Any references in this document to particular commercial resources, learning materials, equipment, or technology reflect only the opinions of the writers of this sample Course Profile, and do not reflect any official endorsement by the Ministry of Education or by the Partnership of School Boards that supported the production of the document.

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Course Overview
English, ENG4C, Grade 12, College Preparation

Policy Document: *The Ontario Curriculum, Grades 11 and 12, English, 2000.*
Prerequisite: English, Grade 11, College Preparation

Course Description

This course emphasizes consolidation of literacy, critical thinking, and communication skills. Students will analyse informational texts and literary works from various time periods, countries, and cultures; write research reports, summaries, and short analytical essays; complete an independent study project; and analyse the interactions among media forms, audiences, and media industry practices. An important focus will be on establishing appropriate style and using business and technical language effectively.

How This Course Supports the Ontario Catholic School Graduate Expectations

Catholic education's purpose is to gradually develop the required academic skills and expectations within the context of the skills, values, attitudes, and beliefs of our Church. The goal of Catholic education is to graduate young women and men who are discerning believers; effective communicators; reflective, creative, holistic thinkers; self-directed lifelong learners; collaborative contributors; and responsible citizens. Language is the basis for thinking, communication, and learning. It is also a fundamental element of identity and culture.

The English curriculum provides many opportunities for students to fulfil many of the Catholic Graduate expectations in that students and the teacher have moments to share ideas, thoughts, feelings, reactions, dreams, hopes, and prayers. In these moments, the teacher has a monumental opportunity to be both a guide and example of one who shares one's journey of faith.

Aside from classroom prayer and reflections, teachers are encouraged to be attentive for *opportunities for infusion:* potential teachable moments when the teacher may enlighten the lesson — by infusion — with our Catholic faith, traditions, and practices.

Course Notes

Teachers of ENG4C should be mindful of the following when considering this document:

- ENG4C is intended for students who are preparing for postsecondary studies at college.
- Teaching/Learning Strategies emphasize concrete application of theoretical material and also emphasize the development of critical thinking and problem solving.
- The vision of the learner, for this course, is of one who is engaged actively in the world around her/him. She/he is a lifelong learner who examines issues in a complex world, explores characters in a diverse world, communicates in a business world, analyses information in a technical world, and recognizes influences in a media world.
- The course is arranged is such a way that the students have exposure to traditional literary experiences at the beginning followed by practical studies in reading informational texts, writing business texts, and conducting independent analyses in the media unit.
- Where possible, teachers are encouraged to make connections with a local community college to acquaint themselves with the language demands of a college program.
- Overall Expectations are understood to be expressions that embrace all expectations of a course and provide a picture of a successful learner at the conclusion of the course.
- Specific Expectations are understood to be expressions that answer in particular how Overall Expectations are achieved. Thus, when all Specific Expectations have been covered, then the intent of the Overall Expectations has been fulfilled.

- The Course Profile is arranged such that skills learned in one unit support learning in the next unit. The skills practised in one unit are reinforced and augmented in the next, e.g., the analytical reading skills in the short fiction unit lend themselves to critical reading of the novel as well as to informational texts; the report form introduced in the short fiction unit is practised later in an oral assignment, etc.
- Prior to any research conducted as part of the completion of any culminating summative task, teachers are reminded to check and review their school's Internet safety policy.
- All units are designed such that students develop knowledge and skills that lead them to a successful completion of the culminating summative assignment in each unit.
- Unit expectations are assessed formatively prior to the summative evaluation.
- The summative task in each unit occurs at the end of each unit and is intended to capture the specific learning expectations for that unit.
- For this Course Profile, the independent study project is built in and is a part of Unit 5.
- In selecting text material for student use in this course, care must be taken to ensure that it is sufficiently challenging for students planning on study at the college level. This includes the selection of informational texts.
- The Independent Study Project – Units 4 and 5 both offer a Summative task, which has the potential to be developed into a significant independent study project as required by the course description. Students should be introduced to the requirement early in the course (at least by Unit 3) and given the option to choose from the task begun in either of those units. Their independent work, to be submitted for Summative evaluation should include all of the developmental pieces required within the unit and written research report demonstrating the learnings in the Writing and Language strands. A teacher-developed rubric will be used to evaluate this assignment.

Units: Titles and Times

Unit 1	Short Fiction – Issues In Our World	21 hours
Unit 2	Study of a Play – The Play's the Thing	26 hours
Unit 3	Non-Fiction – Business Communication In Our World	21 hours
* Unit 4	Informational Texts – Technical Communication In Our World (Oral Presentations)	21 hours
Unit 5	Media Studies – Advertising In Our World	21 hours

* This unit is fully developed in this Course Profile.

Unit Overviews

Unit 1: Short Fiction – Issues in Our World

Time: 17 hours

Unit Description

Students read a variety of short fiction including short stories, novel excerpts, drama excerpts, one-act plays, and videos. In addition to reading the short fiction analytically to understand both explicit and implicit information, students are challenged to examine, analyse, and assess social issues presented in the texts. Students are exposed to short video presentations that correspond with the thematic social concerns in the written works. Students are given the opportunity to share differing views on the issues raised in the written works and in the media presentations as well to examine concerns in light of their Catholic faith. The teacher will formatively assess students' analysis. Students are given instructions how to organize formal reports. At the end of the unit, students write a report exploring the divergent views about an issue taken from one of the stories/presentations in the unit.

Unit Overview Chart

Activities	Learning Expectations	Assessment Categories	Focus
1.1 (6 hours)	LI1.02, LI1.03, LI3.03 CGE1a, CGE1c	Knowledge/Understanding Thinking/Inquiry Communication Application	Reading Selections Analysing Content
1.2 (4 hours)	LI1.04, LI3.03, MD1.01 CGE2e	Knowledge/Understanding Thinking/Inquiry Communication Application	Media Presentations – Comparing and contrasting the treatment of ideas and issues in the reading selections with related media presentations
1.3 (3 hours)	LI2.01, LG1.01, LG1.04, LG2.02, LG2.06 CGE5a, CGE5b CGE7d	Knowledge/Understanding Thinking/Inquiry Application	Group Discussions – How are the issues in some stories alike and some different? How do we view these issues in light of our faith?
1.4 (2 hours)	WR5.04	Knowledge/Understanding Thinking/Inquiry Communication Application	Grammar Study
1.5 (2 hours)	WR1.02, WR2.01 CGE3c	Knowledge/Understanding Thinking/Inquiry Communication Application	Report format: formal instruction
1.6 (4 hours)	WR1.03, WR1.04, WR4.01, WR4.04, WR5.02 CGE2d, CGE7b, CGE7g	Knowledge/Understanding Thinking/Inquiry Communication Application	Draft Conferences Work periods

Summative Task

Students select a social issue taken from one of the short fiction pieces studied in this unit. They write a comparison report in which they examine one side of the issue, then examine a divergent view of that same issue. Students support and document their views directly from the fiction. The formal report is evaluated using a rubric.

Unit 2: Study of a Play – The Play's the Thing

Time: 22 hours

Unit Description

The purpose of this unit is to provide students the opportunity to analyse and assess ideas and issues in the context of a play. During the reading of the text, students examine how a variety of literary and rhetorical devices are used to enhance meaning. Students examine the influence of social, cultural, and economic factors on the themes and interpretations of the play. In the first part of the summative task, students form groups to conduct a character study, after which they present their findings in an oral presentation with visual aids. In the second part of the summative task, students choose a specific character from the play and write a formal essay comparing themselves to that particular character.

Unit Overview Chart

Activities	Learning Expectations	Assessment Categories	Focus
2.1 (1 hour)	LI1.01, LI1.03 LI1.05, LI2.02	Knowledge/Understanding Application	Introducing the elements of the play; approach and expectations of the unit
2.2 (10 hours)	LI1.01, LI2.02, LI3.02, LI3.03 CGE2b	Knowledge/Understanding Thinking/Inquiry Communication Application	Reading of the play, summaries, examination of literary device Examine a novel that addresses the same issues
2.3 (2 hours)	LI1.05, LI2.02, LI3.02 CGE1d, CGE3f	Knowledge/Understanding Thinking/Inquiry Communication Application	Summary of themes, and elements of play that contribute to themes
2.4 (2 hours)	WR5.04	Knowledge/Understanding Thinking/Inquiry Communication Application	Grammar Study
2.5 (2 hours)	LI1.04, WR3.02, WR5.02 CGE4b	Knowledge/Understanding Thinking/Inquiry Communication Application	Students are grouped, assigned a character, and then analyse that character thoroughly, collecting numerous textual references, details, and proof to support a number of traits
2.6 (2 hours)	LG2.03, LG2.04, LG2.05, MD1.02, MD2.01, MD2.02 CGE2a, CGE2c	Knowledge/Understanding Thinking/Inquiry Communication Application	Each group presents character analysis, including visual aids to clearly explain the traits
2.7 (2 hours)	WR1.01, WR2.01	Knowledge/Understanding Communication	Essay format
2.8 (5 hours)	WR1.02, WR1.04, WR2.01, WR4.01, WR4.02, WR4.03, WR4.04, WR5.01, WR5.03 CGE2d	Knowledge/Understanding Thinking/Inquiry Communication Application	Students choose a character and complete a comparative analysis of their own traits with the traits of the chosen character, and then present findings in a formal essay.

Summative Task

Students are organized into small groups. Each group is assigned a character from the play, conducts a thorough analysis of the character, and present its findings in an oral presentation. Groups are required to use some sort of visual aid (chart, graph, overhead, film clip, etc.) to support their findings.
Individually, students write an essay for a theatre magazine, e.g., a magazine devoted to reviewing plays for a teen audience, in which they compare or contrast themselves with one of the characters in the play. The essay must include at least three comparisons, an introduction, a conclusion, and proper documentation of sources. To evaluate these assignments, the teacher uses a rubric for the oral presentation and one for the written assignment.

Unit 3: Non-Fiction – Business Communication in Our World

Time: 17 hours

Unit Description

The purpose of this unit is to introduce the students to non-fiction writing, with particular emphasis on writing used in the world of business. Students examine the differences between fiction and non-fiction writing before being exposed to different types of business communication such as research reports; letter writing (persuasive, complaint, recommendation, appreciation); short project proposals; and note taking, especially during interviews. The teacher uses checklists to assess students' work throughout the unit. The summative task involves researching a business or a business career, conducting interviews, and compiling a business portfolio. Students present some portion of their portfolios.

Unit Overview Chart

Activities	Learning Expectations	Assessment Categories	Focus
3.1 (3 hours)	LI1.01, LI1.02, LG1.01 CGE2c, CGE2e, CGE3c	Knowledge/Understanding Thinking/Inquiry Application	Examination of the differences between fiction and non-fiction writing
3.2 (3 hours)	LI2.03, LG1.03 CGE4f, CGE5b	Knowledge/Understanding Thinking/Inquiry Application	Examination of the differences between personal and business letters
3.3 (3 hours)	LG1.02 CGE2b, CGE1i	Knowledge/Understanding Thinking/Inquiry Communication Application	Examining persuasive writing, with focus on short project proposals
3.4 (2 hours)	WR1.01, WR1.02, WR2.01, LG2.02, LG2.01 CGE3b, CGE3d	Knowledge/Understanding Thinking/Inquiry Communication Application	Examining interview formats Conducting mock interviews with class subjects
3.5 (2 hours)	WR5.04	Knowledge/Understanding Thinking/Inquiry Communication Application	Grammar Study
3.6 (3 hours)	WR1.04, WR4.02, WR4.04 CGE5b	Knowledge/Understanding Thinking/Inquiry Communication Application	Writing business letters Business portfolio
3.7 (5 hours)	LG1.05, LG2.04, LG2.05, LG2.06 CGE5g, CGE4f	Knowledge/Understanding Thinking/Inquiry Communication Application	Presentation of the reports

Summative Task

Each student compiles a portfolio of business writings containing at least two types of business letters, a persuasive piece, and an exposition (exposé, review, or interview) based on students' interview notes. Students present a summary of their interviews to the class. (**Note:** this unit offers a broad opportunity for the teacher to invite to the classroom a diverse spectrum of guest speakers, either directly or through electronic means, to speak on related business matters in the community. Additionally, students explore career opportunities.)

Unit 4: Informational Texts – Technical Communication in Our World (Oral Presentations)

Time: 17 hours

Unit Description

The students enrolled in this course are college-bound and many will enter into fields of study that are practical in nature. Additionally, as people engaged in the society around them, students encounter a variety of informational texts in their lives, including bank reports, product descriptions, machine operations manuals, ecology studies, and social justice analyses, among others. This unit aims to provide students with opportunities to read extensively from a variety of informational texts to gain the experience and skills in deciphering and decoding these texts. Students are challenged to analyse texts in content and in form. In their analysis of the content, students are further challenged to make judgements on the validity of the information, and to evaluate the issues that arise in some of the texts in light of gospel values with an informed moral conscience. Students have already written reports as part of the summative assignment in previous units; for this unit they use their knowledge and skills to generate a research report, but they will also present the report orally. The summative task entails conducting research on an appropriate informational/technical topic, organizing and documenting research information, completing a graphic organizer, writing a report using one of the organizational patterns studied, and giving an effective oral presentation. To enhance their oral presentations, students are expected to use charts and/or diagrams.

Unit Overview Chart

Activities	Learning Expectations	Assessment Categories	Focus
4.1 (1 hour)	LI1.01, LI1.03, LI3.01, LG1.01, LG1.03, WR1.01 CGE4e	Knowledge/ Understanding Thinking/Inquiry Application	Introducing the summative task Reading informational texts: identifying and understanding technical language
4.2 (1 hour)	LI1.03, LI2.01, LI3.04, WR1.02, WR2.01, LG1.03 CGE2b	Knowledge/ Understanding Thinking/Inquiry	Reading informational texts: understanding and analysing technical information presented in charts and in diagrams
4.3 (1 hour)	LI1.01, LI1.03, WR2.02, LG1.04	Knowledge/ Understanding Thinking/Inquiry Communication Application	Reading informational texts: provide technical information without the headings; based on their reading, students create the headings for the text and labels for the chart/diagrams
4.4 (2 hours)	WR5.04, LG1.03 CGE1d, CGE1e, CGE3d	Knowledge/ Understanding Thinking/Inquiry Communication Application	Grammar Study: Parallel structure and the use of the colon
4.5 (1 hour)	LI2.03, LI3.04, LG1.01, LG1.03, WR1.03, WR2.02, WR3.02	Thinking/Inquiry Communication Application	Creating informational texts: for a given topic, students working in small groups are given headings of a topic for which they write the text and information for the diagrams or charts

Activities	Learning Expectations	Assessment Categories	Focus
4.6 (2 hours)	LI2.01, LI3.04, WR1.02 CGE5a, CGE5e	Knowledge/ Understanding Thinking/Inquiry Communication Application	Gathering and analysing technical information: for a given topic, students gather information about one topic from two sources then determine and defend which of the two presentations was most effective
4.7 (2 hours)	WR3.01, LG1.04, LG1.05 LG2.01 CGE2e, CGE7a, CGE7j	Knowledge/ Understanding Thinking/Inquiry Communication Application	Informal oral presentations in small group settings Review criteria for effective oral presentations
4.8 (5 hours)	WR1.01, WR1.02, WR1.04, WR2.02, WR3.01, WR4.01, WR4.02 WR4.04, LG2.03, LG2.06	Knowledge/ Understanding Thinking/Inquiry Communication Application	Review expectations for the summative assignment Conferring, researching, preparing, rehearsing technical presentation Peer Review
4.9 (6 hours)	LG1.03, LG1.05 LG2.01, LG2.03, LG2.04, LG2.05, LG2.06 CGE2d, CGE7b, CGE5g	Knowledge/ Understanding Thinking/Inquiry Communication Application	Presentations Teacher-led portfolio discussions (Possible expansion into independent study project)

Summative Task

Students conduct research on an informational/technical topic of their own choosing after having confirmed with the teacher that the topic is appropriate, demanding, and in communion with the values of Catholic teaching. Students organize and document the research information using a graphic organizer. Students prepare an outline of their information, grouping it under at least five headings and create either a chart or diagram (or both) to accompany their presentations. Before presenting to the class, students rehearse the presentations with a partner. Students' progress is monitored by way of conferences and a contract with the teacher. Assessment and evaluation tools are in the Appendices.

Unit 5: Media Literacy – Advertising in Our World

Time: 17 hours

Unit Description

In this final unit, the students work independently to focus on research, organization, and presentation skills. Many of the expectations in the media strand are addressed in this unit. The students' interests in particular consumer products are key in completing a final summative task. This summative task for this unit also heightens students' awareness of the process involved in the world of consumerism, and the essential role of media.

Unit Overview Chart

Activities	Learning Expectations	Assessment Categories	Focus
5.1 (1 hour)	WR1.01, WR1.02, WR1.04	Knowledge/Understanding Communication Application	Summative task introduced; outline of the various tasks to be completed throughout the project
5.2 (4 hours)	WR1.01, WR1.04, MD2.01, MD2.02	Knowledge/Understanding Thinking/Inquiry Communication Application	Review of media forms (magazines, radio, television advertisements). Review of research and documenting skills
5.3 (2 hours)	WR5.04	Knowledge/Understanding Thinking/Inquiry Communication Application	Grammar Study
5.4 (10 hours)	LI1.04, LI3.03, WR1.01, WR1.02, WR1.04, WR2.01, WR4.01, WR4.02, WR4.03, WR4.04, WR5.01, WR5.02, WR5.03, MD1.03, MD1.04, MD2.01 CGE5g, CGE7b	Knowledge/Understanding Thinking/Inquiry Communication Application	Students research and complete project Teacher facilitates throughout
5.5 (4 hours)	LG2.01, MD1.03, MD1.04, MD2.02	Knowledge/Understanding Thinking/Inquiry Communication Application	Presentations: Product Fair (Possible expansion into independent study project)

Summative Task

After consulting with the teacher about the acceptability of a topic, students conduct research about that topic/product. Research could include where the product is made, construction process, advertising campaigns, target audience, and warranty for the products. This research should incorporate elements of critical analysis of the informational text. Students gather their information and present it in an organized fashion in a pamphlet format. The pamphlet is to be promotional in nature. In addition to the promotional pamphlet, students create an accompanying advertisement (magazine, radio, video) for the products that they have researched and reported. Students present in a trade fair format. Students display their advertisements and their pamphlets, and are prepared to discuss their products.

Teaching/Learning Strategies

Instructional Strategies

- reading – individual, whole group, and small group
- brainstorming – discussion, concept mapping
- researching – print and electronic sources
- editing – self-, peer, teacher
- conferences – student/teacher, student/parent
- written responses
- personal reflection
- lecture/teacher-led discussion
- interviewing

Assessment & Evaluation of Student Achievement

Assessment Strategies

Reflection/Conferencing

- self-assessment
- response journals
- student/teacher conferences

Performance Assessment

- oral presentations
- essays, articles, editorials, reports
- role-playing
- graphic organizers
- portfolio
- projects
- multimedia presentation
- debating

Paper-and-Pencil Tests

- teacher-made tests
- final examination

Observation

- formal and informal
- teacher observation

Assessment Tools

- rubrics, checklists, tests, marking schemes, anecdotal comments with suggestions for improvement

Seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation.

The final exam need not be a single test limited to one specific sitting. It could be a series of tasks and/or performance activities testing students on knowledge and skills acquired in the course. Suggestions include a combination of an analysis of a sight prose piece; an evaluation of a magazine article and the accompanying visual elements; an assessment of a technical report; and a draft of a business communication.

Accommodations

Teachers are expected to understand the unique learning styles of individual students, and students' Individual Education Plans (IEPs). Necessary accommodations must be made. The following is a list of general accommodations for students in need of additional assistance or extensions:

- providing supplementary texts to accommodate different reading levels;
- providing audio/Braille versions of print resources;
- providing students with extra time and/or alternate location(s) for successful completion of tasks;
- audio taping or oral assessment of pencil-and-paper tests and assignments;
- breaking down larger assignments into smaller, more manageable tasks;
- allowing use of computers for writing tasks;
- designing independent study projects that extend expectations for a particular unit or activity.

Resources

Units in this Course Profile make reference to the use of specific texts, magazines, films, videos, and websites. The teachers need to consult their board policies regarding use of any copyrighted materials. Before reproducing materials for student use from printed publications, teachers need to ensure that their board has a Cancopy licence and that this licence covers the resources they wish to use. Before screening videos/films with their students, teachers need to ensure that their board/school has obtained the appropriate public performance videocassette licence from an authorized distributor, e.g., Audio Cine Films Inc. The teachers are reminded that much of the material on the Internet is protected by copyright. The copyright is usually owned by the person or organization that created the work. Reproduction of any work or substantial part of any work from the Internet is not allowed without the permission of the owner.

Print

Grade 12 English approved textbooks

Allen, Jo. *Writing in the Workplace.* Toronto: Prentice-Hall, 1998.

Alred, Gerald J., Charles T. Brusaw, and Walter E. Oliu. *The Business Writer's Handbook,* 6th ed. St. Martin's Press, March 2000.

Bannon, Bente. *Using Graphic Organizers to Improve Student Learning.* Sarnia: St. Clair Catholic District School Board. February, 2001.

Barnum, Carol M. and Saul Carliner. *Techniques for Technical Communicators.* Toronto: MacMillan Publishing Company, 1993.

Blake, Gary and Robert W. Bly. *The Elements of Technical Writing.* Toronto: MacMillan Publishing Company, 1993.

Bible

Catholic Digest, Scarborough Missions Publications

Catholic Register

Encyclopedia of Social Issues, Volumes 1-6. Toronto: Marshall Cavendish, 1997. ISBN 0-71614-0568-2

Foster, Harold M. *Crossing Over: Whole Language for Secondary English Teachers.* New York: Harcourt Brace Jovanovich, 1994. ISBN 0-15-500576-6

Gregory, Kathleen, Caren Cameron, and Anne Davies. *Setting and Using Criteria.* British Columbia: Connections Publishing, 1997. ISBN 0-9682160-1-3

Gustafson, Janie. *Building Catholic Character.* Notre Dame, Indiana: Ave Maria Press, 1998.

Hacker, Diane. *A Canadian Writer's Reference,* 2nd ed. Scarborough: Nelson Canada, 1995. ISBN 0-17-604-211-3

Kliment, Stephen A. and Hugh S. Hardy. *Writing for Design Professionals: A Guide to Writing Successful Proposals, Letters, Brochures, Portfolios, Reports, Presentations, and Job Applications.* Toronto: W.W. Norton and Company, 1998.

Knox, C.S.S.P. *Theology for Teachers.* St. Paul's University, Ottawa: Novalis, 1994. ISBN 2-89088-733-2

Kretchman, M. Lily, Dorinne L. Wagner, and Peter J. Lowens. *The Language of Business Communication.* John Wiley and Sons Canada Limited, 1998. ISBN 0-471-79677-8

Lowry, Mary Ann, Patricia O'Connor, and Mary Ellen Smith. *People to People: The Business of Communicating.* Toronto: Copp Clark Pitman Ltd., 1987. ISBN 0-7730-464-2

Martin, Dave. *Communicating Skills—A Language Arts Program.* D.C. Heath Canada Limited, 1989. ISBN 0-669-95303-2

Murphy, Terry, Rob Kelley, Ray McMillan, and Jack Wilson. *The World of Business—A Canadian Profile,* 3rd ed. Toronto: Nelson Canada, 1994. ISBN 0-17-604692-5

Mulligan, Jim. *Catholic Education: The Future is Now*. Toronto: Novalis, 1999.

Nelson Canadian Dictionary of the English Language—An Encyclopaedic Reference. Toronto: ITP Nelson, 1997. ISBN 0-17-604726-3

New Catholic Encyclopaedia, Volumes 1-14. Toronto: McGraw Hill, 1967.

Pennock, Michael. *Catholic Social Teaching*. Notre Dame, Indiana: Ave Maria Press, 1999.

Perry, Carol Rosenblum. *The Fine Art of Technical Writing*. Blue Heron Press, 1991. ISBN 0-926085-24-X

Shaw, Harry. *McGraw-Hill Handbook of English*, 4th ed. Toronto: McGraw-Hill, 1979.

Sides, Charles H. *How to Write and Present Technical Information.* Phoenix, Oryx Press, 1996.

Taller, Terry. *Business in Changing Times.* Don Mills, ON: Addison-Wesley, 1990. ISBN 0-201-07975-7

The Official Driver's Handbook. Queen's Printer for Ontario, 1995.

The Teachers Complete and Easy Guide to the Internet, Second Edition. Trifolium Books, 1999. ISBN 1-895579-44

Various plays, novels, short story anthologies, magazines, dictionaries, thesauri, writing and language resource texts (Literature texts are selected from lists approved by each district school board.)

CD-ROM

The Heart of Catholicism. Compiled by Theodore E. James, 1997. ISBN 0-87973-293-8

Websites

Note: The URLs for the websites have been verified by the writer prior to publication. Given the frequency with which these designations change, teachers should always verify the websites prior to assigning them for student use.

10 Ways to Improve Your Technical Writing by Robert W. Bly.
– http://www.writerstoolbox.com/techwrit.html October 2000

Becoming a Technical Writer in Three Easy Steps by Nina Kolunsky.
– http://wwwstctoronto.org/art&link/howto.htm

Book and Magazine Publishing Program – www.bccc.com/learning/ft/bookmag.htm

Business Education – http://encarta.msn.com/find/concise.aps?ti=05ED6000

Business Education – http://www.ibf.com/be/ibbe.htm

Canada's Multimedia Guide – www.multimediator.com

Canadian Centre for Studies in Publishing – www.harbour.sfu.ca/ccsp

Canadian Education on the Web – www.oise.utoronto.ca/canguide

Canadian Magazine Publishers Association – www.cmpa.ca

Catholic Education Network – http:www.catholic.org/cen/

Guidelines for the Use of Oral Presentations – http://222.pr.doc.gov/oral.html

Magazinewriting.com

Magazine Writer's Journal – http://www.magazinewriting.com/journal/index.htm

mcgill.ca/mqup/relstudy.htm

On-line Technical Writing: Oral Presentations – http://www.io.com/~hcexres/tcm1603/acchtml/oral.html

Oral Presentations – http:www.aubum.edu/~smitheo/503/show

Report Writing (Writing Resources) – http://www.lehigh.edu/inloc

Report Writing – http://www.nutech.co.hk/solomon/reporting.htm

Signs and Symbols: A Reflection – http://www.ewtn.com/library/LITURGY/SIGSYM.TEXT
Statistics Canada – http://www.statcan.ca/
Technical Report Writing – http://www.lerc.nasa.gov
Workers Compensation Jargon – http://www.ourworld.compuserve.com

Software

Desktop publishing program

Hardware

Portfolio
TV/VCRs
Computers
CD player
Video camera and tapes
Audio player and tapes

Coded Expectations, English, Grade 12, College, ENG4C

Literature Studies and Reading

Overall Expectations

LIV.01 · read and demonstrate an understanding of a variety of challenging informational texts and literary works from various time periods, countries, and cultures, with an emphasis on assessing information, ideas, and issues;

LIV.02 · demonstrate an understanding of a range of informational and literary forms, with an emphasis on research articles and plays;

LIV.03 · analyse elements of style in a variety of texts, focusing on how the elements contribute to clear and effective communication.

Specific Expectations

Understanding the Meaning of Texts

LI1.01 – analyse and assess ideas, issues, and explicit and implicit information in texts (e.g., assess information from a research report to write an executive summary; explain how separate incidents, characters, or elements in a novel work together to communicate the main theme);

LI1.02 – select and use specific and significant evidence from texts to support judgements and arguments (e.g., support an argument, using convincing examples from texts and research materials; support an interpretation of a character with specific reference to the dialogue in a play);

LI1.03 – select and use a variety of effective reading strategies (e.g., before reading a magazine article, examine the date of publication and country of origin to determine the context; create subtitles to summarize or highlight sections of a long article; explain how the theme of a short story relates to its social or cultural context);

LI1.04 – compare ideas, values, and perspectives in texts (e.g., prepare an oral report examining alternative views of the future in different opinion pieces);

LI1.05 – analyse the influence of social, cultural, and economic factors on the themes and interpretations of texts (e.g., research an author's background to assess the quality of the information used in an article; as an independent study project, compare how two novels treat political or societal conflicts such as separatism in Canada, apartheid in South Africa, or anti-Semitism during the Second World War).

Understanding the Forms of Texts

LI2.01 – analyse how elements of research articles and plays reinforce the works' conclusions and themes (intensive study) (e.g., explain the dramatic purpose of a scene in a play; examine how the interpretations of data in several case studies support the conclusions; explain the effect of comparative charts in consumer magazines);

LI2.02 – analyse how elements of a variety of literary works are used to enhance meaning (extensive study) (e.g., compare how the rhyme scheme and rhythms in poems or songs reinforce the mood and/or message; analyse how multiple points of view are used in a novel to underline its themes);

LI2.03 – analyse how elements of non-fiction forms influence meaning (e.g., compare a summary with the original report to analyse the characteristics of the intended audiences).

Understanding the Elements of Style

LI3.01 – analyse how language is used in expository writing to communicate information, ideas, and arguments (e.g., assess the effectiveness of a plain-language style used in business and technical writing; compare the diction used in a personal letter, a documentary voice-over, a business report, and a newspaper editorial);

LI3.02 – analyse how authors use a variety of literary and rhetorical devices to enhance meaning in texts (e.g., describe the effect of the pattern of images in a play; discuss how repetition and parallel structures in informational texts reinforce meaning);

LI3.03 – analyse the effect of authors' choices of language, syntax, and rhetorical and literary devices on the reader by examining their own and others' responses to the style of texts;

LI3.04 – explain how authors and editors use design elements to organize content and communicate ideas (e.g., assess the effectiveness of the graphic design used to present information in a flowchart; write a letter to the publisher of a play making recommendations about how to reformat the text of the second edition).

Writing

Overall Expectations

WRV.01 · use a range of print and electronic primary and secondary sources to gather and analyse information and ideas and to develop topics for writing;

WRV.02 · select and use informational and literary forms suited to various purposes, audiences, and situations, with a focus on research reports, summaries, and short analytical essays;

WRV.03 · use a range of organizational structures and patterns to produce unified and effective written work;

WRV.04 · revise their written work, independently and collaboratively, with a focus on accuracy of information, coherent organization, clear expression, and effective style;

WRV.05 · edit and proofread to produce final drafts, using correctly the grammar, usage, spelling, and punctuation conventions of standard Canadian English, as specified for this course, with the support of print and electronic resources when appropriate.

Specific Expectations

Generating Ideas and Gathering Information

WR1.01 – investigate potential topics for written work, including an independent study project, by posing inquiry questions, identifying information needs and purposes for writing, and developing research plans to acquire information and ideas (e.g., use a graphic organizer to plan the questions and strategies for an independent study project; create electronic bookmarks for an Internet search to find information for an oral presentation);

WR1.02 – organize and analyse the information, ideas, and sources to suit specific forms and purposes for writing (e.g., categorize information from a variety of sources to clarify divergent positions on an issue; use suggestions from peer discussion in assessing alternative opinions or ideas for an independent study project);

WR1.03 – formulate and refine a thesis to develop content for expressive and business and technical writing, using information and ideas from prior knowledge and research (e.g., imagine possibilities and test hypotheses while developing a thesis for an essay; consult a reference text of specialized or technical terms to add precision to the statement of the problem in a report);

WR1.04 – assess information and ideas from research to determine whether they are sufficient, reliable, credible, and suitable to the form and the purpose for writing.

Choosing the Form to Suit the Purpose and Audience

WR2.01 – select and use appropriate forms to produce written work for specific audiences and purposes, with an emphasis on research reports, summaries, short analytical essays, and scripts (e.g., use a step-by-step procedure to write and illustrate an instructional pamphlet about snowboard safety; compile a class anthology of short analytical essays as models for next year's class);

WR2.02 – select and use a level of language and a voice appropriate to the specific purpose and intended audience of business and technical communications and expressive writing (e.g., rewrite a section of a technical manual in plain language to create a brochure for a general audience; draft an oral report for an independent study project using specialized vocabulary and aiming at an engaging style).

Organizing Ideas and Information in Written Work

WR3.01 – use report structure, essay structure, and organizational patterns such as induction, deduction, and process-analysis to present information and ideas in reports and essays (e.g., use a general-to-specific pattern to organize the headings and content of a report on how a law is passed; use a process-analysis pattern to describe the stages of the writing process);

WR3.02 – select and use appropriate organizational patterns to structure expressive writing and multimedia presentations (e.g., use chronological order to describe the events leading to the crisis in a script; use a comparison-and-contrast pattern to organize and present information and ideas in an independent study project).

Revising Drafts

WR4.01 – revise drafts to strengthen content and improve organization by adding relevant details and examples, reordering ideas, and strengthening connections (e.g., group relevant information to support key ideas in a short analytical essay; create headings and subheadings to indicate general and specific points in a report);

WR4.02 – revise drafts to improve precision and clarity of expression (e.g., replace vague expressions in a consumer report with precise technical terms; use feedback from a peer conference to identify transition words and phrases to link ideas);

WR4.03 – revise drafts to ensure an effective style (e.g., use checklists or rubrics to assess the effectiveness of word choice, sentence construction, and rhetorical devices in a report; examine writing for consistent use of inclusive and anti-discriminatory language; read an essay or narrative aloud to check that diction and style are appropriate to the topic and audience);

WR4.04 – revise drafts to integrate researched information, ideas, and quotations appropriately and ethically, checking all material for accuracy (e.g., incorporate researched material consistently, using parenthetical referencing, charts, graphs, diagrams, and bibliographies to support opinions and assertions).

Editing, Proofreading, and Publishing

WR5.01 – cite researched information, ideas, and quotations in a consistent and ethical manner according to acceptable research methodology (e.g., cite sources using a recognized style such as that of the Modern Language Association [MLA] or the traditional footnote/endnote system known as the Chicago style);

WR5.02 – produce, format, and publish written work, using appropriate technology to share writing with intended audiences (e.g., submit a report with the sources of information documented and charts, tables, and/or graphics smoothly integrated into text; use graphics, fonts, and typefaces effectively to enhance the impact of a report; adapt an electronic template for a formal letter);

WR5.03 – identify strengths and weaknesses in their writing skills and create action plans for improvement;

WR5.04 – edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation listed below:

(·) Grammar and Usage: use parts of speech correctly and construct sentences to communicate ideas clearly and effectively (e.g., construct sentences using participial phrases that refer clearly to the intended noun or pronoun);

(·) Grammar and Usage: use pronoun case and number correctly (e.g., use the proper case for who and whom; use us and we correctly before a noun; use the appropriate number for pronouns with antecedents such as all, everyone, nobody);

(·) Grammar and Usage: use parallel structure for clarity when giving instructions and making reports (e.g., express equal ideas in the same grammatical form, balancing single words with single words, phrases with phrases, clauses with clauses; use parallel structure in the paragraphs of a report for clarity and emphasis);

(·) Grammar and Usage: use coordinating, subordinating, and correlative conjunctions correctly to indicate logical connections among ideas;

(·) Grammar and Usage: show understanding that grammar may be used unconventionally for a particular effect in advertising, poetry, or direct speech of characters in fiction and drama;

(·) Spelling: demonstrate an understanding of a variety of spelling patterns, rules, and strategies by recognizing and correcting their own and others' spelling errors (e.g., apply knowledge of rules for the use of hyphens, particularly in spelling compound adjectives; maintain a list of words that do not follow spelling rules);

(·) Spelling: spell correctly specific business, technical, and literary terms used in course materials;

(·) Spelling: use a variety of resources to flag possible errors and improve spelling (e.g., refer to original sources such as letters, catalogues, and directories for the spelling of names, companies, and products; consult an up-to-date dictionary for the spelling of hyphenated words);

(·) Punctuation: use punctuation correctly to achieve clarity, and for stylistic effect (e.g., use punctuation to show the grammatical relationships between words or parts of sentences; use punctuation to add clarity and emphasis to a report).

Language

Overall Expectations

LGV.01 · use knowledge of language to read, write, and speak effectively, with a focus on choosing, developing, and sustaining an appropriate style;

LGV.02 · use listening techniques and oral communication skills to participate in classroom discussions and more formal activities, with a focus on using business and technical language appropriately in interviews and presentations of portfolios and independent study projects.

Specific Expectations

Developing Vocabulary and Knowledge of Language Structures and Conventions

LG1.01 – apply a variety of strategies to extend vocabulary while reading, with an emphasis on discerning nuances and judging the precision of words (e.g., read articles in a news magazine and describe how the context might help them decipher the meaning of new or unfamiliar words; use a thesaurus to find synonyms for a word and systematically substitute to assess the effect of different word choices);

LG1.02 – analyse the origins and roots of words used in different areas of science, business, and technology (e.g., computer studies, hospitality services, communication technology, financial services, health care);

LG1.03 – identify and use specialized business and technical vocabulary and consolidate their use of a plain-language style in reports and essays;

LG1.04 – express themselves effectively in a variety of spoken and written communications, with a focus on using specialized vocabulary and figurative language and sustaining an appropriate style (e.g., select precise and specialized vocabulary in revising an independent study report; select arresting vocabulary and figures of speech to use in a simulated political debate);

LG1.05 – recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar, usage, spelling, and punctuation, as prescribed for this course (e.g., consult recognized style guides for information about language conventions).

Developing Listening and Speaking Skills

LG2.01 – communicate orally for a variety of purposes, with a focus on extending information and ideas; exploring possibilities; drawing conclusions; understanding and using business and technical concepts and language; and assessing ideas and arguments for coherence, relevance, omissions, and values (e.g., prepare for an interview for a summer job connected with a specific college program; present a portfolio of student work to a panel of adjudicators);

LG2.02 – communicate orally in group discussions, applying such skills as the following: contributing to and leading productive discussions; suggesting directions and solving problems within the group; connecting ideas and arguments to other knowledge; making inferences; summarizing significant ideas and issues; recording key information; reporting on the process used by the group to make decisions; and fulfilling roles and completing tasks as required to produce high-quality presentations and products;

LG2.03 – use critical listening skills to analyse and assess the content of oral presentations (e.g., detect assumptions, omissions, and perspectives; assess the validity of the arguments, evidence, and conclusions; ask questions to extend understanding; write accurate summaries using appropriate technical language);

LG2.04 – plan and deliver oral presentations and conduct interviews, with a focus on researching information and ideas, organizing, rehearsing, and revising;

LG2.05 – use techniques for making effective oral presentations, with a focus on previewing, reviewing, summarizing, using parallel structure, sustaining an appropriate tone, and incorporating props, handouts, charts and other visual aids, and technology;

LG2.06 – identify strengths and weaknesses in their oral communication skills and create an action plan for improvement.

Media Studies

Overall Expectations

MDV.01 · analyse relationships among media forms, representations, audiences, and industry practices to explain how a variety of media works communicate messages;

MDV.02 · demonstrate an understanding of the interactions among form, purpose, audience, and production options by designing or creating media works, independently and collaboratively, based on ideas, themes, and issues examined in this course.

Specific Expectations

Analysing Media and Media Works

MD1.01 – demonstrate critical thinking skills by identifying bias and analysing messages in media works (e.g., write an essay describing aspects of Canadian culture as represented in a range of Canadian television programs; explain the impact of cross- promotional marketing associated with a film);

MD1.02 – explain how the form, style, and techniques in media works convey messages with social or ideological implications (e.g., write a report investigating the social implications of the representation of heroes, villains, and conflict in electronic media);

MD1.03 – explain the relationship between media works and their audiences (e.g., analyse the reactions of the local community and other audiences to a film, television series, or cable channel, and explain why different audiences interpret messages differently; explain the effect of feedback from a preview audience on the final version of a media work);

MD1.04 – identify and explain how factors such as industry codes and government regulations affect media industry practices, including marketing and distribution methods (e.g., explain how codes and regulations influence children's television programming; analyse marketing campaigns in specific industries).

Creating Media Works

MD2.01 – design or create media works based on ideas, themes, and issues examined in this course (e.g., create a short video, using available resources, on a business or technical topic for a clearly identified audience and describe how the video would be changed for a different audience; design an oral presentation to be made with and without media support and assess the effectiveness of each presentation);

MD2.02 – demonstrate an understanding of the relationships among form, purpose, audience, and production options in their creations, assess the effectiveness of the works, and analyse the choices made during the production process (e.g., develop and apply basic criteria for assessing the effectiveness of student media works; write a reflective report describing key production decisions and their results).

Ontario Catholic School Graduate Expectations

The graduate is expected to be:

A Discerning Believer Formed in the Catholic Faith Community who

CGE1a -illustrates a basic understanding of the **saving story** of our Christian faith;
CGE1b -participates in the **sacramental life** of the church and demonstrates an understanding of the centrality of the Eucharist to our Catholic story;
CGE1c -actively reflects on **God's Word** as communicated through the Hebrew and Christian scriptures;
CGE1d -develops attitudes and values founded on Catholic **social teaching** and acts to promote social responsibility, human solidarity and the common good;
CGE1e -speaks the **language of life**... "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it." (Witnesses to Faith)
CGE1f -seeks intimacy with God and celebrates **communion** with God, others and creation through prayer and worship;
CGE1g -understands that one's purpose or **call in life** comes from God and strives to discern and live out this call throughout life's journey;
CGE1h -respects the **faith traditions**, world religions and the life-journeys **of all people of good will**;
CGE1i -integrates faith with life;
CGE1j -recognizes that "sin, human weakness, conflict and forgiveness are part of the human journey" and that the cross, the ultimate sign of forgiveness is at the heart of **redemption**. (Witnesses to Faith)

An Effective Communicator who
CGE2a -listens actively and critically to understand and learn in light of gospel values;
CGE2b -reads, understands and uses written materials effectively;
CGE2c -presents information and ideas clearly and honestly and with sensitivity to others;
CGE2d -writes and speaks fluently one or both of Canada's official languages;
CGE2e -uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology and information systems to enhance the quality of life.

A Reflective and Creative Thinker who
CGE3a -recognizes there is more grace in our world than sin and that hope is essential in facing all challenges;
CGE3b -creates, adapts, evaluates new ideas in light of the common good;
CGE3c -thinks reflectively and creatively to evaluate situations and solve problems;
CGE3d -makes decisions in light of gospel values with an informed moral conscience;
CGE3e -adopts a holistic approach to life by integrating learning from various subject areas and experience;
CGE3f -examines, evaluates and applies knowledge of interdependent systems (physical, political, ethical, socio-economic and ecological) for the development of a just and compassionate society.

A Self-Directed, Responsible, Life Long Learner who

CGE4a -demonstrates a confident and positive sense of self and respect for the dignity and welfare of others;

CGE4b -demonstrates flexibility and adaptability;

CGE4c -takes initiative and demonstrates Christian leadership;

CGE4d -responds to, manages and constructively influences change in a discerning manner;

CGE4e -sets appropriate goals and priorities in school, work and personal life;

CGE4f -applies effective communication, decision-making, problem-solving, time and resource management skills;

CGE4g -examines and reflects on one's personal values, abilities and aspirations influencing life's choices and opportunities;

CGE4h -participates in leisure and fitness activities for a balanced and healthy lifestyle.

A Collaborative Contributor who

CGE5a -works effectively as an interdependent team member;

CGE5b -thinks critically about the meaning and purpose of work;

CGE5c -develops one's God-given potential and makes a meaningful contribution to society;

CGE5d -finds meaning, dignity, fulfillment and vocation in work which contributes to the common good;

CGE5e -respects the rights, responsibilities and contributions of self and others;

CGE5f -exercises Christian leadership in the achievement of individual and group goals;

CGE5g -achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;

CGE5h -applies skills for employability, self-employment and entrepreneurship relative to Christian vocation.

A Caring Family Member who

CGE6a -relates to family members in a loving, compassionate and respectful manner;

CGE6b -recognizes human intimacy and sexuality as God given gifts, to be used as the creator intended;

CGE6c -values and honours the important role of the family in society;

CGE6d -values and nurtures opportunities for family prayer;

CGE6e -ministers to the family, school, parish, and wider community through service.

A Responsible Citizen who

CGE7a -acts morally and legally as a person formed in Catholic traditions;

CGE7b -accepts accountability for one's own actions;

CGE7c -seeks and grants forgiveness;

CGE7d -promotes the sacredness of life;

CGE7e -witnesses Catholic social teaching by promoting equality, democracy, and solidarity for a just, peaceful and compassionate society;

CGE7f -respects and affirms the diversity and interdependence of the world's peoples and cultures;

CGE7g -respects and understands the history, cultural heritage and pluralism of today's contemporary society;

CGE7h -exercises the rights and responsibilities of Canadian citizenship;

CGE7i -respects the environment and uses resources wisely;

CGE7j -contributes to the common good.

Unit 4: Informational Texts – Technical Communication in Our World (Oral Presentations)

Time: 17 hours

Unit Description

The students enrolled in this course are college-bound and many will enter into fields of study that are practical in nature. Additionally, as people engaged in the society around them, students encounter a variety of informational texts in their lives, including bank reports, product descriptions, machine operations manuals, ecology studies, and social justice analyses, among others. This unit aims to provide students with opportunities to read extensively from a variety of informational texts to gain the experience and skills in deciphering and decoding these texts. Students are challenged to analyse texts in content and in form. In their analysis of the content, students are further challenged to make judgements on the validity of the information, and to evaluate the issues that arise in some of the texts in light of gospel values with an informed moral conscience. Students have already written reports as part of the summative assignment in previous units; for this unit they use their knowledge and skills to generate a research report, but they will also present the report orally. The summative task entails conducting research on an appropriate informational/technical topic, organizing and documenting research information, completing a graphic organizer, writing a report using one of the organizational patterns studied, and giving an effective oral presentation. To enhance their oral presentations, students are expected to use charts and/or diagrams.

Unit Overview Chart

Activities	Learning Expectations	Assessment Categories	Focus
4.1 (1 hour)	LI1.01, LI1.03, LI3.01, LG1.01, LG1.03, WR1.01 CGE4e	Knowledge/ Understanding Thinking/Inquiry Application	Introducing the summative task Reading informational texts: identifying and understanding technical language
4.2 (1 hour)	LI1.03, LI2.01, LI3.04, LG1.03, WR1.02, WR2.01 CGE2b	Knowledge/ Understanding Thinking/Inquiry	Reading informational texts: understanding and analysing technical information presented in charts and in diagrams
4.3 (1 hour)	LI1.01, LI1.03, LG1.04 WR2.02	Knowledge/ Understanding Thinking/Inquiry Communication Application	Reading informational texts: provide technical information without the headings; based on their reading, students create the headings for the text and labels for the chart/diagrams
4.4 (2 hours)	LG1.03, WR5.04 CGE1d, CGE1e, CGE3d	Knowledge/ Understanding Thinking/Inquiry Communication Application	Grammar study: parallel structure and the use of the colon

Activities	Learning Expectations	Assessment Categories	Focus
4.5 (1 hour)	LI2.03, LI3.04, LG1.01, LG1.03, WR1.03, WR2.02, WR3.02	Thinking/Inquiry Communication Application	Creating informational texts: for a given topic, students working in small groups are given headings of a topic for which they write the text and information for the diagrams or charts
4.6 (2 hours)	LI2.01, LI3.04, WR1.02 CGE5a, CGE5e	Knowledge/ Understanding Thinking/Inquiry Communication Application	Gathering and analysing technical information: for a given topic, students gather information about one topic from several sources then determine and defend which of the two presentations was most effective
4.7 (2 hours)	WR3.01, LG1.04, LG1.05 LG2.01 CGE2e, CGE7a, CGE7j	Knowledge/ Understanding Thinking/Inquiry Communication Application	Informal oral presentations in small group settings Review criteria for effective oral presentations
4.8 (5 hours)	WR1.01, WR1.02, WR1.04, WR2.02, WR3.01, WR4.01, WR4.02, WR4.04 LG2.03, LG2.06	Knowledge/ Understanding Thinking/Inquiry Communication Application	Review expectations for the summative assignment Conferring, researching, preparing, rehearsing technical presentation Peer Review
4.9 (6 hours)	LG1.03, LG1.05, LG2.01, LG2.03, LG2.04, LG2.05, LG2.06 CGE2d, CGE7b, CGE5g	Knowledge/ Understanding Thinking/Inquiry Communication Application	Presentations Teacher-led portfolio discussions

Summative Task

Students conduct research on an informational/technical topic of their own choosing after having conferred with the teacher to confirm that the topic is appropriate, demanding, and in communion with the values of Catholic teaching. Students organize and document their research information using a graphic organizer. Students prepare an outline of their information and by grouping it under at least five headings and create either a chart or diagram (or both) to accompany their presentations. A written version of the presentation is prepared. Before presenting to the class, students rehearse their presentations with a partner. Students' progress is monitored throughout this unit by way of conferences and a contract with the teacher.

Activity 4.1: Introducing Technical Language – Reading and Summative Task

Time: 1 hour

Description

Students are introduced to the expectations and timeline of the summative assignment. The teacher distributes copies of the summative assignment overview to the students, and reviews the purpose, the expectations, and the timelines of the assignment. The next portion of the lesson reinforces the distinction between narrative writing and informational writing. Students are provided with a short narrative followed by an informational piece on related topic. Discussion then follows about how narrative writing is distinguished from informational writing. Following this, students are provided with samples of informational/technical writing from a variety of sources. Students read at least five different samples for comprehension, in particular to identify the use of specialized technical language, and begin some analysis of informational/technical writing.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE1i - integrates faith with life;
CGE4e - sets appropriate goals and priorities in school, work, and personal life.

Strand(s): Literature Studies and Reading, Language

Specific Expectations

LI1.01 - analyse and assess ideas, issues, and explicit and implicit information in texts;
LI1.03 - select and use a variety of effective reading strategies;
LI3.01 - analyse how language is used in expository writing to communicate information, ideas, and arguments;
LG1.03 - identify and use specialized business and technical vocabulary and consolidate use of a plain-language style in reports and essays;
LG1.01 - apply a variety of strategies to extend vocabulary while reading, with an emphasis on discerning nuances and judging the precision of words;
WR1.01 - investigate potential topics for written work, including an independent study project, by posing inquiry questions, identifying information needs and purposes for writing, and developing research plans to acquire information and ideas.

Prior Knowledge & Skills

Students:

- have some knowledge of research report writing format;
- have some experience in reading technical information, as found in informational text.

Planning Notes

- Review expectations of report writing as outlined to the students in earlier units.
- Prepare copies of the summative assignment overview sheet to distribute (see Appendix I).
- Find a short narrative and a corresponding informational piece
- Be aware of sensitive topics that might arise in the discussion of any of the issues in the texts, and be prepared to discuss these matters in terms of the attitudes and values of Catholic teaching.
- Gather sources of information writing from a variety of sources, ensuring that they are appropriate and demanding. It is important that students read from a variety of sources, topics, and formats so that they can become accustomed to reading, decoding, and deciphering informational texts (see Resources).
- Pre-read technical information to determine potential difficulties with specialized language.

Teaching/Learning Strategies

- Outline the process and the lessons leading to the summative assignment in this unit.
- Since the summative assignment involves research, remind students of the importance of acknowledging sources in order to avoid plagiarism.
- Distribute or read aloud a short narrative selection followed by an informational piece on a corresponding/related topic. (For example, the teacher could use Morley Callaghan's short story "A Sick Call," in which one of the characters is suffering from pneumonia, then follow up with informational text on causes of pneumonia or treatment of pneumonia.)
- Be sensitive to issues that might arise in the short story as opportunities for discussion of our Catholic faith: respect for life, care for the sick, anointing of the sick (sacrament of extreme unction).
- Discuss how informational/technical writing differs from writing in the narrative mode: short stories, novels, and drama.
- Make a list on the board contrasting informational/technical writing with narrative writing. Using a graphic organizer would be beneficial; a Venn diagram is recommended.
- Discuss students' experiences in encountering and working with informational/technical writing in their own experiences in other courses, at work, and at leisure.
- Distribute copies of a variety of research reports. Have students read the information for comprehension and analysis, and answer the following questions for each selection read:
  - What is the overall intent of the technical information being presented?
  - Identify examples of specialized technical language.
  - How did the context of the writing help to decipher the meaning of unfamiliar words?
  - Note the variety of formats in which information is presented.
  - Is there sufficient information to ensure for a complete understanding of the topic?
  - Of all the samples, which had the clearest presentation? Explain your choice.
  - Describe how the writer has organized the material and comment on its effectiveness.
  - Write a brief summary of one research report.
- Students should read and analyse at least five different informational texts and complete the above questions for each.
- Conduct a class discussion for one of the samples examined.
- One of the five sets of responses is submitted at the end of class for teacher assessment.

Assessment & Evaluation of Student Achievement

- Students submit one set of responses to the above for assessment; the teacher may provide anecdotal comments.
- A teacher-developed rubric for the written assignment should be provided.

Accommodations

The teacher will:

- vary the number of activities for students with learning disabilities, if required;
- provide an FM system for students with hearing problems;
- make available typed notes of the lesson, if necessary.

Resources

Informational/technical texts can be gathered from a variety of sources including texts from other courses, Internet, specialized periodicals among others.

Below is a list of technical topics with potential study ideas and corresponding websites:

Nutrition (an examination of different diets, an all-vitamin diet, liquid protein diets, soup diet, zone diet, etc., and their differences and effects) www.adietplan.com www.losingweight.dietingweightloss.com

Fitness (the uses and differences between aerobic and anaerobic exercise, the benefits of the stairclimber vs. the treadmill, the proper ways to achieve toning vs. musculature in weight training) www.holistic.com/stress_exercise.html

Health (an examination of arthroscopic knee surgery and parts of the knee affected) www.rogerknap.com/medica/knee_ain.htm

Allergies (the differences between bronchitis and asthma or the effectiveness of different treatments); www.Asthmas.bsd.uchicago.educ

Building (the advantages of buying, building, and caring for Adirondack chairs) www.built-to-last.com/featureshtml

Electronics (the use of histograms, inkjet printers, and editing with digital cameras) www.shortcourse.com/how/contents htm

Recreation (the suitability of different types of knots for sailing, fishing, paddling, and the outdoors) www.netknots.com

Beauty (Hair care and the benefits and differences for hair treatments, including the use of herbal tonics and drugs to curb hair loss and the effects of hair dyes on hair) www.beautyspa.com htp://busywittch.com/herbs.html

Forestry (Examine the differences and uses of soft woods vs. hardwoods, the use of veneers, the preparation of wood for building, the different grades and compositions of lumber) www.forest-products-lumber-wood.com

Canadian Consumer Reports – www.canada.looksmart.com/eus97-1861

Consumer Reports – www.consumerreports.org/recalls

US-Canadian Resources – www.bbb.org/outside/national.asap

The Healthy Traveller – www.Healthytraveler.safeshopper.com/5/cat5.htm

User Guides to Medical Literature – www.shef.ac.uk/~scharr/ir/userg.htm

Environment Canada's Green Lane – www.ec.gc.ca/

Environment Health Program – www.hc-sc.gc.ca/ehd/

Canadian Fitness and Lifestyle – www.crlri.ca//

Canadian Nutrition Labelling – www.cspinet.org/reports/canlabel.html

Canadian Wellness – www.canadianwellness.com

Canadian Nutrition for Kids – www.nutritionforkids.ca/science.html

Activity 4.2: Reading and Assessing Technical Information

Time: 1 hour

Description

Students use a wide variety of examples of informational writings. The focus is to continue to practise reading, comprehending, and assessing a variety of informational/ technical texts. Further, students are required to "read" technical information that is presented in charts, graphs, and diagrams which are part of the informational writings. Students work independently in assessing and evaluating the charts and diagrams, share their responses as a class, and submit written work for assessment.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE2b - reads, understands, and uses written material effectively.

Strand(s): Literature Studies and Reading, Language, Writing

Specific Expectations

LI1.03 - select and use a variety of effective reading strategies;
LI2.01 - analyse how elements of research articles and plays reinforce the works' conclusions and themes (intensive study);
LI3.04 - explain how authors and editors use design elements to organize content and communicate ideas;
WR1.02 - select and use informational and literary forms suited to various purposes, audiences, and situations, with a focus on research reports, summaries, and short analytical essays;
WR2.01 - select and use appropriate forms to produce written work for specific audiences and purposes, with an emphasis on research reports, summaries, short analytical essays, and scripts;
LG1.03 - identify and use specialized business and technical vocabulary and consolidate use of a plain-language style in reports and essays.

Prior Knowledge & Skills

Students have some experience in working with charts and diagrams.

Planning Notes

- Review different types and purposes of charts: bar, line, area, pie, scatter, HLCO (High-Low-Close-Open), and flow chart.
- Review the components/legends in reading charts.
- Gather a variety of informational/technical writing samples that include charts and diagrams.
- Prepare a flow chart about an aspect of our faith, e.g., steps in becoming a saint (see Resources).

Teaching/Learning Strategies

- Review the common elements of various informational writings noted in previous activity.
- Introduce the focus of this activity, namely to read and evaluate informational texts; students are challenged to examine how charts and diagrams are used to augment written text.
- Distribute a variety of samples of informational texts that include charts or diagrams or both.
- Students should read and examine at least five different samples.
- For each of the samples, students should answer the following questions:
  - What is the topic of the chart/diagram?
  - Evaluate the effectiveness the parts of the legend in the chart/diagram.
  - What conclusions can you make from your reading of the chart/diagram? In other words, what information is being presented by the charts/diagrams?
  - How did the chart/diagram add to the informational writing overall? Explain your response.
  - Suggest an alternative format for presenting the information in the chart/diagram that might make its presentation more effective. Explain your choice.
  - Prepare a short written summary of the essential content of the chart.
- Conduct a class discussion of the results students have determined after completing their reading and analysis.
- Students submit answers to the questions above for one of the charts/diagrams read and analysed during this class.

Assessment & Evaluation of Student Achievement

- Students submit one set of responses and the written summary to the above for assessment; the teacher uses an evaluation checklist.

Accommodations

The teacher will:

- create larger enhanced versions of charts/diagrams for visually impaired students;
- provide an FM system for students with hearing difficulties;
- make available typed notes, if necessary.

Resources

Informational/technical texts with diagrams can be gathered from a variety of sources. Below is a list of resources, including suggested areas of study:

Weather (precipitation levels, cloud formations, weather patterns, natural disasters) www.ncdc.noaa.gov/ or the weathernetwork.com or www.ontario.weather.com or aweather.torontonian.com

Investments (RRSP growth, examination of long term mortgage rates and/or interest, Mutual funds, insurance rates, etc). Worth magazine www.worth.com, Fortune Magazine, carinsurance.com, Canadian Business www.canadianbusiness.com

Census and Demographics (Rural vs. Urban Population in Ontario; Ranking of top ten cities in Ontario based on population; Demographics of Ontario's population (density of diverse cultures) www.gove.on.ca, www.ontario.worldweb.com/VisitorInformation/Demographics, Statistics Canada

Sample Graphics – www.edc.org

Writing and Graphics – www.nsd.wednest.edu/tipweb/gal_proj1.htm

Technical Report Writing and Presentation – www.kostic.niu.edu/PRJ-Report-Presentation.html

Feature Comparison Chart – www.addlink.es/docs/minitabl/Tabla%20comparative

Sample Graphs – www.statsoftinc.com/graphs.html

Graphs – www.angelfire.com

Activity 4.3: Reading Technical Information – Making Inferences

Time: 1 hour

Description

Students read and analyse four or five technical articles from a variety of sources that are of appropriate complexity. In this activity, students make judgements on the use, purpose, and validity of headings and labels in informational writing. Students read the text portion of the articles and analyse the charts/diagrams in the articles. They determine which headings and labels they think would best suit the article. A class discussion takes place following these exercises. Students share their ideas, appraise the validity of each other's ideas, and defend their choices of ideas for the headings and labels, both orally and in writing.

Strand(s) & Learning Expectations

Strand(s): Literature Studies and Reading, Language

Specific Expectations

LI1.01 - analyse and assess ideas, issues, and explicit and implicit information in texts;
LI1.03 - select and use a variety of effective reading strategies;
LI3.01 - analyse how language is used in expository writing to communicate information, ideas, and arguments;
LI3.04 - explain how authors and editors use design elements to organize content and communicate ideas;

WR2.2 - select and use a level of language and a voice appropriate to the specific purpose and intended audience of business and technical communications and expressive writing;
LG1.03 - identify and use specialized business and technical vocabulary and consolidate use of a plain-language style in reports and essays;
LG1.04 - express oneself effectively in a variety of spoken and written communications, with a focus on using specialized vocabulary and figurative language and sustaining an appropriate style.

Prior Knowledge & Skills

Students:

- have a clear understanding of the use and purpose of charts/diagrams;
- have a clear understanding of what technical language entails;
- have a clear idea of the parts of a report: introduction, body, and conclusion;
- have some knowledge of the function of headings with text, and of labels with charts/diagrams.

Planning Notes

- Find four or five informational articles that contain technical terminology, headings, and charts/diagrams.
- For the informational articles collected, remove the headings from the body of the text and for charts and diagrams remove the labels.
- Select informational articles that reflect the students' collective interests for better participation. Some suggestions include consumer reports comparing vehicles; CD player operational manuals; bicycles maintenance procedures; fashion industry comparative sales analysis of denim manufacturers.

Teaching/Learning Strategies

- Review the elements of effective charts/diagrams and the parts of charts/diagrams.
- Discuss the common formats in which technical information is generally presented. Make a list of ideas on the board (ideas might include information presented under separate headings, information listed in logical order under each heading, etc.).
- As a preliminary activity, without naming the topic/title of an informational article, write the headings of that informational article in random order on the board.
- In a class discussion, ask students to organize the headings in the order they think would be most logical, despite not knowing the topic/title.
- Use a graphic organizer — a hierarchical chart or idea tree, for example — to record discussion ideas on the board.
- Have students justify their choices with support explanations.
- Allow students to assess each other's views and encourage them to revise and restate their responses.
- Share with the students the topic/title of the informational text and the actual listing of the headings. Compare how their speculations matched the actual text.
- Provide students with a variety of samples of informational texts with headings removed from the body of the text and labels removed from the charts/diagrams.
- For each selection, students read the text, identify key technical jargon to help determine the overall topic of the selection, compose headings for the text portion of the article and labels for the chart/diagram portion of the article, and organize the material in the most logical order.
- Students should complete this exercise for four or five different samples of informational writing on a variety of topics and formats.

- As the students are working on their exercise, the teacher can confer with students to ensure that they are on task and to see their work in progress. The teacher can ask some questions (e.g., What textual clues in the text of informational article helped you to determine that this would be a logical heading? What indicators in the text assisted you in predicting which heading should follow the previous heading? etc.), to challenge students' assumptions, and have them defend their analysis.
- Students submit their written responses for at least one of the reports that they completed in class.

Assessment & Evaluation of Student Achievement

- Submit at least one exercise for assessment using a checklist.

Accommodations

The teacher will:

- vary the way material is presented (oral discussion to replace a worksheet) to best meet the needs of students;
- create larger enhanced versions of charts/diagrams for visually impaired students.

Resources

Print

Adams, Janice, Cathy Costello, and Steve Naylor. *Reading and Writing for Success Senior*. Toronto: Harcourt Canada Ltd., 2001. ISBN 0-7747-1490-5

Barclay, Susanne, Judith Coghill, and Peter Weeks. *Canadian Students' Guide to Language, Literature, and Media.* Don Mills: Oxford University Press, 2001. ISBN 0-19-541675-9

Blicq, Ron S., and Lisa Moretto. *Technically-Write.* Toronto: Prentice Hall, 1999. ISBN 0-13-081177-7

Gough, Nigel and Gael Tickner. *Language at Work.* Toronto: Holt, Rinehart and Winston of Canada, Limited, 1991. ISBN 0-03-922031-1

Hilker, Douglas, Sue Harper and Peter J. Smith. *Elements of English.* Toronto: Harcourt Canada Ltd, 2000. ISBN 0-7747-1492-1

Periodicals and Magazines such as *Wood: The World's Leading Woodworking Magazine; Consumer Reports; PopularMechanics; Fortune: Technology Guide;* and *Focus*

VanAlstyne, Judith S., *Professional and Technical Writing Strategies: Communicating in Technology And Science.* Toronto: Prentice-Hall, 2002. ISBN 0-13-041279-1

Activity 4.4: Organizing Technical Responses Properly – Parallelism and Colon Use

Time: 2 hours

Description

In this lesson students examine technical literature and/or a short piece of fiction or non-fiction involving a complex moral issue. They develop an analysis of the literature using graphic organizers. Besides reading the technical literature carefully and examining the most suitable graphic organizers to suit their purpose, students also learn the proper use of parallelism and the colon, two important grammar elements for compiling lists effectively. As well, the students will examine the morality of the issue from the Catholic viewpoint.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE 1d - develops attitudes and values founded on Catholic social teaching and acts to promote social responsibility, human solidarity, and the common good;
CGE 1e - speaks the language of life "recognizing that life is an unearned gift and that a person entrusted with life does not own it but that one is called to protect and cherish it";
CGE1i - integrates faith with life;
CGE 2a - listens actively and critically to understand and learn in light of gospel values;
CGE 2e - uses and integrates the Catholic faith tradition, in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life;
CGE 3c - thinks reflectively and creatively to evaluate situations and solve problems;
CGE 3d - makes decisions in light of gospel values with an informed moral conscience.

Strand(s): Literature Studies and Reading, Language

Specific Expectations

LI1.02 - analyse and assess ideas, issues, and explicit information in texts;
LI3.01 - analyse how language is used in expository writing to communicate information ideas and arguments;
LI3.04 - explain how authors and editors use design elements to organize content and communicate ideas;
WR3.02 - select and use appropriate organizational patterns to structure expressive writing and multimedia presentations;
WR5.04 - edit and proofread their own and others' writing, identifying and correcting errors according to the requirements for grammar, usage, spelling, and punctuation;
LG1.03 - identify and use specialized business and technical vocabulary and consolidate use of a plain-language style in reports and essays;
LG1.05 - recognize, describe, and use correctly in oral and written forms the language structures of standard Canadian English and its conventions of grammar, usage, spelling, and punctuation.

Prior Knowledge & Skills

Students:

- understand the difference between regular vocabulary and technical language;
- have some understanding of the proper use of parallelism and the colon;
- have some understanding of the need for parallelism and the colon;
- have some understanding of the issue(s) discussed in the literature and the moral implications;
- understand the purpose of charts and graphs;
- understand the purpose and importance of titles.

Planning Notes

- Gather information about the three areas of the lesson. First, find a moral issue written from a technical viewpoint (articles on stem cell research, cloning, use of animals in research) or articles involving characters in a moral dilemma (peer pressure, stereo-typing of and by teens, etc.). Find examples of graphic organizers to compile lists of data from the literature. (The T-chart, compare/contrast matrix, or cerebral chart would be most appropriate.) Prepare worksheets on the correct use of both parallelism and the colon. Finally, examine the issues in the literature from a Catholic perspective (see Resources).
- Book a computer lab or the library/resource centre.

Teaching/Learning Strategies

- Introduce the purpose of punctuation by providing sentences with no punctuation or faulty punctuation; the former can be a lengthy series of sentences strung together with no internal or external punctuation and/or a shorter sentence missing key punctuation, e.g., *When we cooked the people in the next apartment complained.* The students should understand that the purpose of punctuation is to aid the reader in understanding the author's meaning.
- The students should also arrive at the same conclusion after they see a sentence with faulty punctuation, e.g., *After the students watched the basketball game. They walked home.*
- Next, introduce the seven coordinating conjunctions: *and, but, for, or, nor, so, yet.*
- Explain the purpose of the seven conjunctions through a series of examples, so that the students recognize not only the conjunctions but also their functions in sentences.
- Introduce the colon and ask students to list any uses they know (time divisions, divisions of biblical verses, business letter openings, etc, would be probable answers.) Explain that the purpose of the colon is also to introduce a list preceded by a complete thought e.g., *Her house has four rooms: a kitchen, a parlour, a bedroom, and a bathroom)* and to introduce an example or an explanation related to something just mentioned (e.g., *The master had only one desire: to see his gold coins).*
- Assign a brief exercise on the colon to examine the students' general knowledge of the colon, in particular the last two cases mentioned above. **Note:** To this point the strategies will be a review for most students and the teacher should use this diagnostic assessment to decide the amount of time required before proceeding.
- Explain that in either of these cases, the items listed after the colon should be in parallel format. Students are probably familiar with the term parallel lines in math, but make the distinction that in grammar, parallel construction or parallelism is different. Put a few examples on the board of words and phrases arranged in a parallel structure and in an unparallel structure, e.g., *Michelangelo was both a sculptor and a painter. Michelangelo was both a sculptor and he could paint well.* With a few similar examples, students can practise putting lists of information in parallel form, e.g., To skate, swimming, and to run / steer, shifted gears, park, accelerate / tall, wide, thick, heaviness / lack of exercise, excess of food, sleeping loss
- Explain through a series of exercises that to identify parallel and unparallel elements in sentences, students must first locate the conjunctions and then determine if the elements they are connecting are parallel or unparallel. Example sentences include: *He was injured but confident of victory. The advantages of taking the bus are low fare and the environment is saved.*
- Give the students familiar, suitable topics for which they can form their own parallel lists, with a title containing two parts separated by a colon, e.g., Having Fun: My Top Ten Hobbies; Choosing a Car: Things to Consider. As a class, students complete a suitable topic with the teacher making sure that the items are parallel. The students can then complete a topic on their own as a writing assignment.
- Introduce a piece of literature – either technical or literary – that contains a moral issue or dilemma, e.g., articles explaining stem cell research, cloning, use of animals in research, or a short piece of fiction with a relevant moral dilemma, e.g., a peer pressure situation; supporting/losing a friend; dealing with adversity from people and events, etc.
- Examine the literature to compile a list of information or observations, e.g., the benefits/drawbacks of stem cell research; the five steps to the cloning process; the reasons the protagonist of the story acted as he did; the characteristics of the protagonist with proof beside each characteristic. Teachers can choose to do this as a group or individual activity, but they must emphasize that the points and title must make effective use of the colon and parallel structure.
- Once the students have completed their lists, the teacher introduces the best graphic organizer to present the information, e.g., comparison/contrast matrix for benefits and drawbacks of an action; T-chart for listing characteristics and proof; the cycle graph for explaining the steps in a process; the cerebral chart for character development.

- Students choose the most appropriate graph for their information and then fill in their titles and parallel elements.
- Once this is complete, the teacher directs a discussion on the morality of the issue from the Catholic viewpoint, e.g., the church's opposition to stem cell research and cloning; our Christian belief in the morality of our actions.

Assessment & Evaluation of Student Achievement

- Assess at least one of the worksheets in the lesson.
- Teacher assessment of written assignment on parallel construction.

Resources

Any senior language text for grammar is acceptable. Suggested texts include the following:

Adams, Janice, et al. *Reading and Writing for Success Senior*. Toronto: Harcourt Press, 2001.

Conrad, Ronald. *Process and Practice.* Toronto: McGraw-Hill Inc, 1993.

Norton, Sarah and Brian Green. *The Bare Essentials*. Toronto: Harcourt Brace, 1993.

Suggested sites for information on graphic organizers are the following:
www.writedesignonline.com – www.graphic.org – www.edc.org – www.statsoftinc.com/graphs.html

Suggested sites for articles on technical issues with moral implications are the following:
www.bioethics.gov. – www.stemcelresearch.org – www.religioustolerance.org – www.oml.gov

Materials for Catholic view on moral issues include:

Shelton, Charles M., *Morality and the Adolescent*. New York: The Crossroad Publishing Company, 1991. ISBN 0-8245-1134-4

Reicheert, Richard. *Making Moral Decisions—Living Our Christian Faith.* Winona, Minnesota: Saint Mary's Press, 1983. ISBN 0-88489-150-X

McBride, Alfred. *Father McBride's Teen Catechism.* Gastonia, North Carolina: Good Will Publishers Inc, 1995. ISBN 0-87973-704-2

Dalmais, Irene Henri, et al. *The Church at Prayer—Principles of the Liturgy*. Collegeville, Minnesota: Liturgical Press, 1987. ISBN 0-8146-1363-2

Activity 4.5: Writing Informational Texts – Making Inferences

Time: 1 hour

Description

This lesson takes an approach that is different from, yet related to the previous lesson. Previously, students were given text and asked to predict headings based on clues in the text; in this lesson they are given informational topics for which they come up with suitable headings. After deciding on the headings, students then formulate the text that they think would appear under the headings. Additionally, students make conjectures about what types of charts or diagrams would best be suited to augment such an informational article. To complete these exercises, students are organized into small groups. Each student in each group is individually responsible for completing the written text under at least one heading. When all group members have completed their drafts, groups arrange their drafts and make an informal presentation to each other within the group. The text should contain technical language if applicable. Also, if time permits and if the topic is suitable, students create a chart or diagram to accompany their headings and text.

Strand(s) & Learning Expectations

Strand(s): Literature Studies and Reading, Language

Specific Expectations

LI2.03 - analyse how elements of non-fiction forms influence meaning;
LI3.04 - explain how authors and editors use design elements to organize content and communicate ideas;
LG1.01 - apply a variety of strategies to extend vocabulary while reading, with an emphasis on discerning nuances and judging the precision of words;
LG1.03 - identify and use specialized business and technical vocabulary and consolidate use of a plain-language style in reports and essays;
WR1.03 - formulate and refine a thesis to develop content for expressive and business and technical writing, using information and ideas from prior knowledge and research;
WR2.02 - select and use a level of language and a voice appropriate to the specific purpose and intended audience of business and technical communications and expressive writing.

Prior Knowledge & Skills

Students:

- have a clear understanding of the function of headings with in text;
- have a clear understanding of the use of labels and legends with diagrams/charts;
- have a clear understanding of the use and purpose of charts/diagrams;
- have a clear understanding of what technical language entails;
- have a clear idea of the parts of a report: introduction, body, and conclusion.

Planning Notes

- Identify the special needs of students and prepare accommodations accordingly.
- Provide a list of topics or subjects that are interesting and relevant to students.
- Group the students according to their common interests and abilities.

Teaching/Learning Strategies

- Review the importance of headings in the formatting of informational texts.
- Provides or brainstorm with the students, topics with which they have some familiarity that are appropriate and would lend themselves to creating informational writing. Topics selected should be relevant to postsecondary planning.
- Organize class into small groups of not more than four students per group.
- Provide time for students to research the details necessary to proceed with their assignment.
- Each group then discusses how its topic could be subdivided into manageable and understandable components. The use of a graphic organizer is suggested for this portion of the exercise.
- Groups create headings for the various component parts they have identified.
- The group discusses the overall intent of the informational text. With that in mind, each student in the group then writes the text that might appear for one or more of the headings, making sure to include technical language in the explanations.
- Each group organizes its material and makes an informal presentation within the group.
- Where applicable, students sketch or design a chart or diagram to accompany the report.

Assessment & Evaluation of Student Achievement

- Submit graphic organizer notes for assessment.

Accommodations

The teacher will vary the way material is presented, e.g., oral discussion to replace a worksheet, to best meet the needs of students.

Resources

The following are suggested topics.

Canadian First Aid Services: CPR and Basic First Aid – www.redcross.ca/english/firstaid/

First Aid for Eye Injuries – www.eyesite.ca/english/public-information/eye-conditions/first-aid.htm

First Aid for Chemical; Exposures
– www.eyesite.ca/english/public-information/eye-conditions/ first-aid.htm

Contact Lenses: types of soft contact lenses, difference between soft and hard lenses, costs, dangers – www.contactlenses.org/

Laser Surgery: benefits, description, process, dangers, costs – www.allaboutvision

Activity 4.6: Gathering Technical Reports and Headings – Analysing and Assessing

Time: 2 hours

Description

In this lesson, students practise several skills. They read to comprehend, to analyse and assess information, and to cross-reference information to evaluate its validity. After choosing a subject, students compare two sources of informational writing on the same subject. Students working in pairs conduct their analysis, then record their findings on a worksheet. The worksheet outlines a comparative analysis of informational/technical texts in terms of content, format, and critical evaluation.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE5a - works effectively as an interdependent team member;
CGE5e - respects the rights, responsibilities, and contributions of self and others.

Strand(s): Literature Studies and Reading, Language, Writing

Specific Expectations

LI2.01 - analyse how elements of research articles and plays reinforce the works' conclusions and themes (intensive study);
LI3.04 - explain how authors and editors use design elements to organize content and communicate ideas;
WR1.02 - organize and analyse information, ideas, and sources to suit specific forms and purposes for writing.

Prior Knowledge & Skills

Students:

- have a clear understanding of the use and purpose of charts/diagrams;
- have a clear understanding of what technical language entails;
- have a clear idea of the parts of a report: introduction, body, and conclusion;
- have a clear idea of the function of headings with text, and of labels with charts/diagrams;
- have some ability to critically evaluate informational/technical writing.

Planning Notes

- Book a computer lab or a library/resource centre or have the students bring in articles on suitable subjects.
- Prepare the worksheet for each pair of students.
- Create a list of suitable research comparison topics for the students.

Teaching/Learning Strategies

- Review elements of effective technical writing: the use of clear language to explain technical terms; relevant charts/diagrams; and suitable headings for each subsection of the article.
- Arrange students in pairs for this exercise.
- Explain the purpose and expectations of the activity: to conduct research on a topic and to make a critical evaluation of the sources of information. All findings will be recorded on a worksheet.
- Provide students with a list of topics for comparative analysis. Topics should have relevance to their situation as graduating students, who are exploring postsecondary options.
- Distribute the worksheet to the students, indicating that they are to complete it after gathering and analysing the contents of the two reports. (See Appendix II.)
- Make available articles on the students' subjects (a computer lab would best suit this purpose; if not available, a library/resource centre with periodicals and magazines).
- As the students are accessing and analysing the reports, the teacher assists the students with obtaining information where necessary and checks with them to ensure that they understand the assignment.

Assessment & Evaluation of Student Achievement

- Submit worksheet for formal evaluation.

Resources

Print

Adams, Janice, Cathy Costello, and Steve Naylor. *Reading and Writing for Success Senior*. Toronto: Harcourt Canada Ltd., 2001. ISBN 0-7747-1490-5

Barclay, Susanne, Judith Coghill, and Peter Weeks. *Canadian Students' Guide to Language, Literature, and Media.* Don Mills: Oxford University Press, 2001. ISBN 0-19-541675-9

Blicq, Ron S., and Lisa Moretto. *Technically-Write*. Toronto: Prentice Hall, 1999. ISBN 0-13-081177-7

Gough, Nigel, and Gael Tickner. *Language at Work*. Toronto: Holt, Rinehart and Winston of Canada, Limited, 1991. ISBN 0-03-922031-1

Hilker, Douglas, Sue Harper, and Peter J. Smith. *Elements of English.* Toronto: Harcourt Canada Ltd., 2000. ISBN 0-7747-1492-1

Periodicals and Magazines such as *Wood: The World's Leading Woodworking Magazine; Consumer Reports; PopularMechanics; Fortune: Technology Guide*; and *Focus*

VanAlstyne, Judith S. *Professional and Technical Writing Strategies: Communicating in Technology And Science.* Toronto Prentice Hall, 2002. ISBN 0-13-041279-1

Internet

Cell Phones – www.howstuffworks.com/cell-phone.htm

Activity 4.7: Preparing for Technical Talks – Review and Rehearsal

Time: 2 hours

Description

Students critically analyse different styles of oral presentations, then compose a list of criteria for effective oral presentations. After this, students form small groups. Each group is assigned a topic, or may choose a topic provided it is suitable. (For the purpose of this activity, the topic need not be technical, but one that is familiar to students. The purpose is for students to become comfortable and confident in preparing their oral presentations. Part of the lesson deals with ethical issues in society.) The group then determines how to subdivide the topic into various headings, after which each group member is assigned one of the headings and composes remarks for that heading. The group determines the best organizational arrangement for the headings. They then make a short oral presentation within their group. While the students are working in groups, the teacher use this time to confer with them to determine the suitability of the topic that they intend to research for their summative assignment.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE2e - uses and integrates the Catholic faith tradition in the critical analysis of the arts, media, technology, and information systems to enhance the quality of life;
CGE7a - acts morally and legally as a person formed in Catholic traditions;
CGE7j - contributes to the common good.

Strand(s): Writing, Language

Specific Expectations

WR3.01 - use report structure, essay structure, and organizational patterns such as induction, deduction, and process analysis to present information and ideas in reports and essays;
LG1.04 - express themselves effectively in a variety of spoken and written communications, with a focus on using specialized vocabulary and figurative language and sustaining an appropriate style;
LG1.05 - recognize, describe, and use correctly in oral and written form the language structures of standard Canadian English and its conventions of grammar, usage, spelling, and punctuation, as prescribed for this course;
LG2.01 - communicate orally for a variety of purposes, with a focus on extending information and ideas; exploring possibilities; drawing conclusions; understanding and using business and technical concepts and language; and assessing ideas and arguments for coherence, relevance, omissions, and values.

Prior Knowledge & Skills

Students:

- have some experience working in groups;
- have some experience making oral presentations;
- have some general knowledge on the topic about which they are speaking.

Planning Notes

- Find samples of different oral presentations; these could be professional videos or tapes of student performances, or perhaps students could role-play.
- Samples should clearly indicate a range of competency in oral communication.
- Preview the resources for oral communication prior to usage.
- The teacher should make a list of criteria for effective oral presentations based on the previewed resources.

- The teacher should prepare a list of topics that students could use for their group discussion in this lesson. Suggestions include events, activities, or the facilities at school: music, rules, etc. A number of these topics also deal with ethics. Part of the discussion will involve plagiarism and the ethical use of others' material.

Teaching/Learning Strategies

- Review elements of effective formats in informational texts.
- Introduce the focus of this lesson on making effective oral presentations.
- Show students two or three oral presentations which vary in competency from weak to strong.
- Students, while listening to the various presentations, should make point form notes distinguishing the effectiveness of one presentation from another.
- Discuss as a class which presentation is most effective, and in chart form make a list on the board of reasons/criteria.
- Students copy the chart into their notes and use it later as a checklist for their informal group presentations.
- Assign or brainstorm a list of topics (not necessarily technical in nature) that students can use in their groups.
- Arrange students into groups of not more than five students per group. Each group is either assigned a topic or may select a select a topic from the brainstorm list.
- The group divides its topic into various headings. Each group member selects one of the headings and composes remarks that would fit within that heading.
- The group arranges the headings
- Each group member makes a short, informal presentation to the other group members based on the selected heading. During each presentation, other group members informally assess their peers based on the list of criteria for effective presentations in their notes taken earlier in this lesson.
- While students are working in groups, the teacher uses this time to confer with students to finalize the research topics for the summative assignment.

Assessment & Evaluation of Student Achievement

- Assess the accuracy of students' notetaking (Formative).

Accommodations

The teacher will:

- allow extra preparation time for students who have trouble with public speaking.

Resources

Videos

Oral Presentation Practice Videos – www.wfu.edu/organizations/TLC/oral.htm
Oral Presentation Skills Videos – http://ec.hku.hk/tops/
Oral Presentation Videos – www.acics.org/library/admin.pdf

Electronic

Deliver Your Presentation – www.abacon.com/pubspeak/deliver/deliver.html
Organizing Your Talks – www.abacon.com/pubspeak/organize/organize.html
Public Speaking – www.public-speaking.org/public-speaking-transition-article.htm
Tips for Oral Presentations – www.public-speaking.org/public-speaking-articles.html

Activity 4.8: Preparing for the Summative Assignment

Time: 5 hours

Description

Students receive their assignment contracts which outline expectations and responsibilities. Students are given time to research information about the informational/technical topic that they have selected. After conducting sufficient research, students must document their sources, organize their information, and formulate a written outline for their oral presentation. Students then rehearse their oral presentation with a peer, using a formal checklist. Students also use this time to create charts and/or diagrams that they will use in presentations. Students are expected to confer with the teacher daily, and submit their contract that records their progress. These items are submitted with the final written report.

Strand(s) & Learning Expectations

Strand(s): Writing, Language

Specific Expectations

WR1.01 - investigate potential topics for written work, including an independent study project, by posing inquiry questions, identifying information needs and purposes for writing, and developing research plans to acquire information and ideas;
WR1.02 - organize and analyse information the information, ideas, and sources to suit specific forms and purposes for writing;
WR1.04 - assess information and ideas from research to determine whether they are sufficient, reliable, credible, and suitable to the form and the purpose for writing;
WR2.02 - select and use a level of language and a voice appropriate to the specific purpose and intended audience of business and technical communications and expressive writing;
WR3.01 - use report structure, essay structure, and organizational patterns such as induction, deduction, and process analysis to present information and ideas in reports and essays;
WR4.01 - revise drafts to strengthen content and improve organization by adding relevant details and examples, reordering ideas, and strengthening connections;
WR4.02 - revise drafts to improve precision and clarity of expression;
WR4.04 - revise drafts to integrate researched information, ideas, and quotations appropriately and ethically, checking all material for accuracy;
LG2.03 - use critical listening skills to analyse and assess the content of oral presentations;
LG2.06 - identify strengths and weaknesses in their oral communication skills and create an action plan for improvement.

Prior Knowledge & Skills

Students:

- clearly understand all aspects of the summative assignment as outlined to them in the first lesson of this unit when they received the Summative Assignment Overview (Appendix I);
- are aware of the need to document their sources to avoid plagiarism;
- are familiar with format procedures for documenting researched information, i.e., MLA format;
- are critical of the validity of some research sources.

Planning Notes

- Prepare copies of assignment contract, assessment form, and evaluation rubric.
- Book the library/resource centre and computer lab.
- Provide resources for students to work on charts and/diagrams.
- Provide access to examples of proper documentation format for those who require some review.

Teaching/Learning Strategies

- Review the overall expectations of the summative assignment (see Appendix I)
- Distribute copies of the Assignment Contract (see Appendix III).
- Establish the daily expectations as outlined in the contract, specifically emphasizing that the students complete and date each step of their project and submit the contract for assessment each day.
- Confer with students to assist them with researching information, documenting sources, organizing research notes, completing an outline, and creating charts and diagrams for the presentation.
- Collect the contracts at the end of each lesson to record progress, to make comments, and to offer suggestions for revision and improvements.
- Distribute copies of the self- and peer assessment checklist (see Appendix IV). Explain to students the procedures for using the checklists at stage 5 of the contract as a means for improving their project overall.
- Distribute and explain the evaluation criteria as listed in the evaluation rubric (see Appendix V).
- Create a presentation schedule.
- A written report is also required. A teacher-developed rubric similar to the one in Appendix V should be prepared and discussed with the students.

Assessment & Evaluation of Student Achievement

- Assess students' progress by their daily completion of the checklists and the contract.
- The teacher evaluates written report (Summative).

Resources

Resources will depend entirely on the topics that the students have selected.

Activity 4.9: Presenting Summative Assignments – Critical Listening

Time: 6 hours

Description

During the next four lessons students present their summative assignments and the teacher evaluates them. Each presentation should last at least 10 minutes. The teacher directs students to maintain a portfolio in which they record key information, summaries, analysis, and assessment of each of the presentations. As a summary activity each day, the teacher leads a discussion centred on students' observations from their portfolios.

Strand(s) & Learning Expectations

Ontario Catholic School Graduate Expectations

CGE5g - achieves excellence, originality, and integrity in one's own work and supports these qualities in the work of others;
CGE7b - accepts accountability for one's own actions.

Strand(s): Language

Specific Expectations

LG1.03 - identify and use specialized business and technical vocabulary and consolidate use of a plain-language style in reports and essays;
LG1.05 - recognize, describe, and use correctly, in oral and written language, the language structures of standard Canadian English and its conventions of grammar, usage, spelling, and punctuation, as prescribed for this course;

LG2.01 - communicate orally for a variety of purposes, with a focus on extending information and ideas; exploring possibilities; drawing conclusions; understanding and using business and technical concepts and language; and assessing ideas and arguments for coherence, relevance, omissions, and values;
LG2.03 - use critical listening skills to analyse and assess the content of oral presentations using appropriate technical language);
LG2.04 - plan and deliver oral presentations and conduct interviews, with a focus on researching information and ideas, organizing, rehearsing, and revising;
LG2.05 - use techniques for making effective oral presentations, with a focus on previewing, reviewing, summarizing, using parallel structure, sustaining an appropriate tone, and incorporating props, handouts, charts and other visual aids, and technology;
LG2.06 - identify strengths and weaknesses in their oral communication skills and create an action plan for improvement.

Planning Notes

- Verify that students are aware of the order of presentations.
- Provide audio/visual resources as needed.

Prior Knowledge & Skills

Students:

- are aware of effective oral presentations when dealing with informational/technical topics;
- use charts and/or diagrams effectively in oral presentations;
- are familiar with recording information from oral presentations in a graphic organizer.

Teaching/Learning Strategies

- Instruct students to maintain a portfolio of their observations of the presentations.
- Portfolio observations should include the following: a point-form outline of each of the presentations, including the headings used; critical observations of both the content and the oral delivery; and any questions that the research might bring out.
- As a summary activity at the end of each lesson, the teacher leads a discussion based on students' observations from their portfolios. Discussion topics could include such questions as:
  - Were there any omissions in the research?
  - Was the research valid and sufficient?
  - How could this research be considered from a different perspective?
  - How could this research be extended?
- Collect the students' written outlines prior to their presentations.
- Evaluate summative assignments according to established criteria (see Appendix V).

Assessment & Evaluation of Student Achievement

- Collect presentation portfolios for informal assessment.
- Collect written outline of each presentation.
- Evaluate summative assignments according to established criteria (see Appendix V)

Resources

Passages 12. Gage Learning Corporation, 2002. ISBN 7715-09588

Gage Canadian Student Writer's Guide. ISBN 7715-13186

Passages 12 Teacher's Guide. ISBN 7715-09596

Appendix I

Summative Assignment Overview – Oral Presentation

Name:

Instructions

Students conduct research on an informational/technical topic of their own choosing. Having gathered information (three to five varied sources), students then organize the information. Students prepare an outline of their information, document their sources, and group the information under at least five headings. Students then create either a chart or diagram (or both) to accompany their presentation. Before presenting to the class, students rehearse their presentations with a partner. During this rehearsal, the students peer assess each other. At all times throughout the process, students are expected to confer with their teacher and make reference to the evaluation rubric.

Expectations

- Select a topic
- Conduct research
- Organize information
- Document sources
- Formulate an outline (5 headings)
- Create chart/diagram for the presentation
- Rehearse the presentation

Assessment and Evaluation

- Teacher observation
- Self assessment
- Peer assessment
- Oral presentation evaluation

Due Dates

- topic
- sources
- outline
- chart/diagram
- rehearsal
- presentation

Evaluation Levels

R insufficient or no evidence
I limited effectiveness
II some effectiveness
III considerable effectiveness
IV high degree of effectiveness

Appendix II

Gathering and Analysing Technical Information Worksheet

Name:

Instructions
Complete both parts of the worksheet. Part I of the worksheet is completed with a partner.
Part II is completed individually. Record responses on a separate piece of paper.

Part I Gathering and Assessing Information

1. Research Topic:

2. Information Source 1: Document the source using proper MLA format

3. Information Source 2: Document the source using proper MLA format

4. Name the headings from each source, then briefly summarize the information under each heading.

i)	i)
ii)	ii)
iii)	iii)
iv)	iv)
v)	v)

5. Name the charts/diagrams in the reports. Summarize your interpretation of the information being presented.

Part II Critical Evaluation

1. Which report presented more useful information? Explain.

2. Which report contained more effective graphic designs, charts, etc.? Explain.

3. In what ways could either one of the reports be modified to make it more effective?

4. Can we trust the source of the material? How could we check for this?

5. Consider who would find these reports useful. Why?

Appendix III

Informational/Technical Oral Presentation

Summative Assignment Contract

Name:

Comments

1. Research Topic:

   Date –

2. Research Sources:

   i)

   ii)

   iii)

   Date –

3. Research Organized

   Date –

4. Presentation Outline/Headings

   Date –

5. Presentation Rehearsal/Peer Assessment

   Date –

6. Charts/Diagrams

   Date –

Appendix IV

Informational/Technical Communication in Our World

Self Assessment of the Oral Presentation

Does my final presentation contain

- ❑ a clear indication of the topic?
- ❑ at least 5 subheadings that divide the information in separate sections?
- ❑ sufficient information clearly explained under each heading?
- ❑ the use of specialized technical language?
- ❑ sufficient information from 3 to 5 varied resources?
- ❑ appropriate charts/diagrams to accompany my presentation?
- ❑ proper documentation of all sources?

Peer Assessment of the Oral Presentation

Students rehearse their oral presentations with a partner. Partners assess the oral presentation using the checklist below. Students conduct a peer conference following the rehearsal. The recommendations for improvement are a tool to aid in the students' upcoming formal presentation.

The evaluation scale is based on a rating of 1 (least effective) to 4 (the most effective).

1. The student presented sufficient information on the chosen topic.
   1 2 3 4
2. The information was presented in an organized fashion.
   1 2 3 4
3. The student used at least 5 clearly worded headings to present the information.
   1 2 3 4
4. The student used specialized technical language appropriate for the topic.
   1 2 3 4
5. The student used and clearly explained accompanying charts/diagrams in the presentation.
   1 2 3 4
6. The student used appropriate tone, volume, pronunciation, and enunciation.
   1 2 3 4
7. The student used correctly the language conventions of standard Canadian English.
   1 2 3 4

Overall Evaluation (on a scale from 1 to 4):

Overall Comments and Recommendations for Improvement:

Appendix V

Oral Presentation Rubric

Criteria	Level 1 (50-59%)	Level 2 (60-69%)	Level 3 (70-79%)	Level 4 (80-100%)
Knowledge/ Understanding LG1.03 WR2.02	- demonstrates a limited understanding of specialized business and technical vocabulary - demonstrates limited understanding of subject	- demonstrates some understanding of specialized business and technical vocabulary - demonstrates some understanding of subject	- demonstrates considerable understanding of specialized business and technical vocabulary - demonstrates considerable understanding of subject	- demonstrates thorough understanding of specialized business and technical vocabulary - demonstrates thorough understanding of subject
Thinking/ Inquiry WR1.04 WR1.02	- demonstrates limited organization and analysis of sufficient information to suit form and purpose	- demonstrates some organization and analysis of sufficient information to suit form and purpose	- demonstrates considerable organization and analysis of sufficient information to suit form and purpose	- demonstrates thorough organization and analysis of sufficient information to suit form and purpose
Communication WR1.02 WR3.01 LG1.03 LG2.01 LG2.04	- demonstrates limited use of specialized business and technical vocabulary in oral presentation - demonstrates limited use of subheadings	- demonstrates some use of specialized business and technical vocabulary in oral presentation - demonstrates some use of subheadings	- demonstrates considerable use of specialized business and technical vocabulary in oral presentation - demonstrates considerable use of subheadings	- demonstrates thorough use of specialized business and technical vocabulary in oral presentation - demonstrates thorough use of subheadings

Appendix V (Continued)

Application WR2.02 LG2.05 LG1.05	- uses language conventions with limited accuracy and effectiveness - demonstrates limited use of techniques for making effective oral presentations, with a focus on reviewing, summarizing, sustaining an appropriate tone, and incorporating charts and other visual aids	- uses language conventions with some accuracy and effectiveness - demonstrates some use of techniques for making effective oral presentations, with a focus on summarizing, sustaining an appropriate tone, and incorporating charts and other visual aids	- uses language conventions with considerable accuracy and effectiveness - demonstrates considerable use of techniques for making effective oral presentations, with a focus on summarizing, sustaining an appropriate tone, and incorporating charts and other visual aids	- uses language conventions with thorough accuracy and effectiveness - demonstrates thorough use of techniques for making effective oral presentations, with a focus on summarizing, sustaining an appropriate tone, and incorporating charts and other visual aids

Note: A student whose achievement is below Level 1 (50%) has not met the expectations for this assignment or activity.